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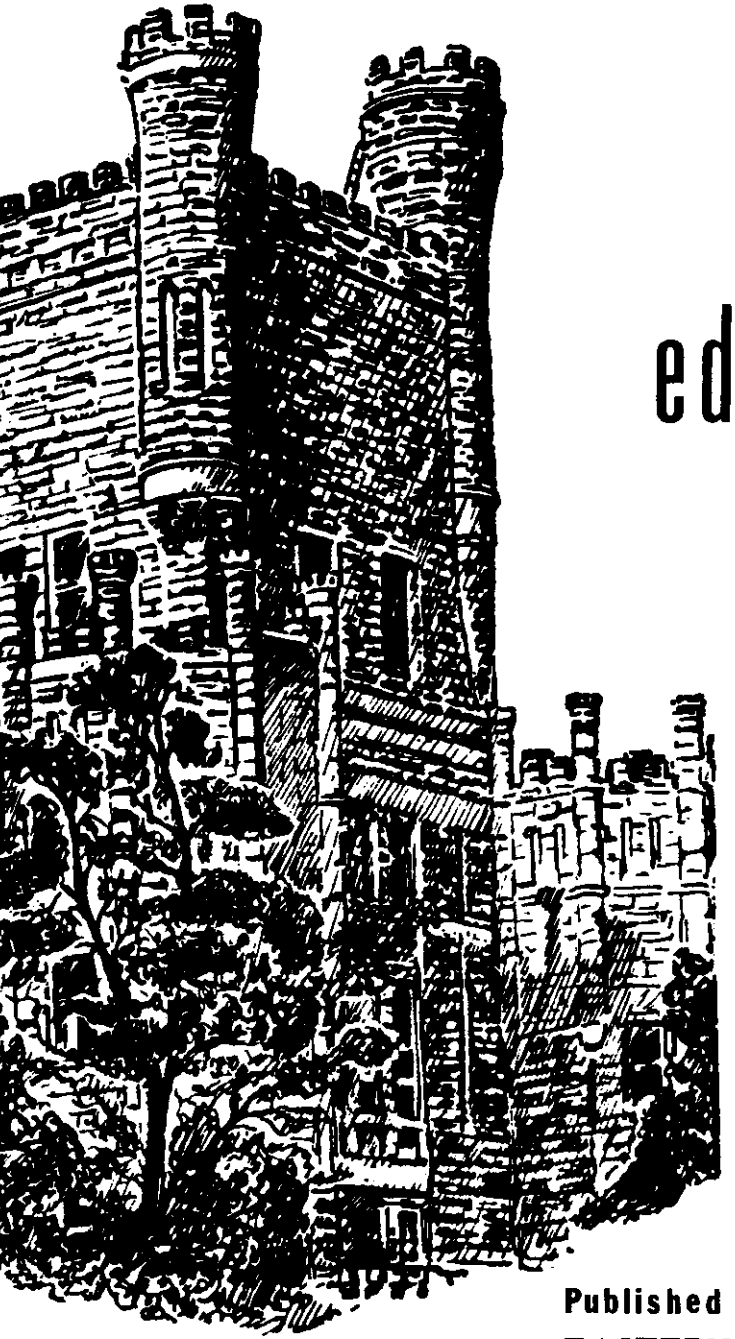

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EASTERN EDUCATION JOURNAL

VOLUME 12 NUMBER 2

EASTERN EDUCATION JOURNAL

PUBLISHED BY
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EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

The Eastern Education Journal seeks to present competent discussions of contemporary issues in education and toward this end generally publishes articles written by persons active in the profession of education who have developed degrees of expertise through preparation and experience in the field.

We are currently soliciting articles. All varieties of manuscript will be accepted. Research summaries, program descriptions, and book reviews are considered worthy; the Editorial Board, however, will give priority to original points of view and strong personal position papers. Controversy is welcome, and the editors hope to present a balance of pro and con articles on current issues in education. Manuscripts must be submitted to the Editor, Ronald Leathers, School of Education, Eastern Illinois University.

1. Manuscript size should be limited to 3000 words or less. It should be typed, double spaced, on 8 1/2 by 11 paper. Footnotes should be kept to a minimum, and all footnotes and references must appear at the end of the article.

2. The original and three legible copies are required; articles accepted for publication are read and approved by a minimum of three members of the Editorial Board.

3. Each manuscript submitted should be accompanied by an identification cover sheet containing the following current information about each author:

a. Name and official title

b. Institutional affiliation

c. Address, including zip code

d. A statement whether or not the article has been previously published or is under consideration by another publication.

FROM THE EDITOR

Special Manuscripts Solicited . . . .

In keeping with the current nationwide mood of curricular review, Eastern Illinois University is undergoing an intensive reevaluation of individual academic programs as they relate to, and reflect, the University "Mission and Scope." As its part of the institutional review, the School of Education is debating, once again, the recurring theoretical questions which are fundamental to any program review:

What are the essential components of a teacher preparation program?

What is the purpose of general education requirements in teacher education?

Should there be specific general education requirements in teacher education?

What percentage of a teacher preparation program should be devoted to general education? To a major? To electives?

How useful are minors in teacher education?

What percentage of total hours should be devoted to professional education?

Should there be one set of general education requirements for all degrees?

The **Journal** is planning a "special topics" issue for the coming year which will present articles addressing these and other questions concerning teacher preparation programs. We are interested in personal position papers, survey results, opinion questionnaires, and research reports. Manuscripts should be submitted according to the guidelines stated in the editorial section of the current issue; the deadline for manuscripts is October 1, 1979.

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"It is only recently that public institutions who are in existence for the purpose of influencing minority group education, have begun to make an effort to deviate from the system of public education, which is sometimes referred to as "conformed education." Actually, public education in America has been based primarily on the American middle class cultural and racial ethnocentrism."

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GENERAL EDUCATION AND TEACHER EDUCATION: SHALL THE TWAIN MEET?

Robert N. Barger

ROBERT N. BARGER teaches Philosophy and History of Education in the Department of Secondary Education and Foundations at Eastern where he also serves as Director of Affirmative Action. He received his Ph.D. from the University of Illinois.

A good deal of discussion has developed recently around the issues of the value of general education requirements and the scope of the teacher education curriculum. These issues have more in common than the simple fact that they are both subjects of controversy. Therefore, the task of this article will be to outline the development of general education requirements. By general education requirements, I mean the distribution requirements in the college curriculum which seek to insure that students will be exposed to all of the major branches of knowledge during their college experience.

General education stems from the time of ancient Greece when Plato wrote of the need for studying the seven liberal arts. They were called "liberal" because these were the studies proper to a "homo liber" - a free man. Slaves were not given a liberal education in ancient Greece because they were not participating citizens and, hence, had no opportunity to use the skills that such a versatile education provided for meeting the civic demands of life in the Greek democracy.

The seven liberal arts were broken down into the trivium and the quadrivium. The trivium consisted of grammar, logic and rhetoric. The quadrivium consisted of arithmetic, geometry, astronomy, and music.

In the trivium, grammar was studied in order to learn the rules of word and sentence usage. Logic was studied in order to learn the rules of valid reasoning. Rhetoric was studied in order to learn the art of persuasion, which involved the further use of proper grammar and cogent reasoning in the medium of speech. Some reflection on these three arts of the trivium makes it apparent that they were instrumental, or tool-type, subjects which dealt with the basics of human communication.

In the quadrivium, arithmetic was studied in order to deal with basic questions of quantity. These questions were answered through the use of number. Geometry was studied in order to deal with basic questions of quality. These questions were answered through the use of spatial relationships. Astronomy was studied in order to deal with questions concerning the visible universe. This art applied arithmetic and geometry to the study of the number and the relationship of the planets. Music was studied in order to deal with questions concerning the audible universe. It applied arithmetic and geometry

to the quantitative and relational aspects of sound (think, for example, of the use of quantity in naming eighth-notes and quarter-notes, and the use of relation in the arrangement of ascending and descending notes on the musical scale).

The seven liberal arts were studied not only in the time of ancient Greece, but also during the Middle Ages. They continued to be the basis of the curriculum in the colleges of early America. Indeed, the statement of purpose in the current catalog of Eastern Illinois University reflects a continuing commitment to the liberal arts--"Since the time of its founding Estern Illinois University has developed a comprehensive and stimulating curriculum which offers an education in **the liberal arts** and sciences and in professional areas. The primary aim of the University's program is to provide excellent instruction and an educational environment which will produce **broadly educated, responsible citizens who are prepared to serve and to lead in a free society**" (emphasis added). The general education distribution requirements at Eastern represent an attempt to expose students to the subject matter areas of the traditional seven liberal arts. For instance, the requirement of English 1001 corresponds to the liberal art of grammar, Speech Communication 1310 corresponds to the liberal art of rhetoric and Philosophy 1900 (an elective in the Humanities area) corresponds to the liberal art of logic. The mathematics courses in the Mathematics-Science area correspond to the liberal arts of arithmetic and geometry, Physics 1054 (an elective in the Mathematics-Science area) corresponds to the liberal art of astronomy, and the music courses in the Humanities area correspond to the liberal art of music. There are many other courses at Eastern, besides these, which may be used to fulfill the general education distribution requirements. The reason for these additional options is that, with the modern knowledge explosion, the study of the visible and audible aspects of the universe has branched out considerably beyond the liberal arts of astronomy and music which were once sufficient to cover these areas.

Thus far this discussion has centered on the meaning and development of the liberal arts. Now it is time to explore the relationship between the liberal arts and teacher education.

It is necessary for the teacher, perhaps more than for any other professional person, to be a broadly educated person. Indeed, the more elementary and less specialized the level at which the teacher is teaching, the greater the need for that teacher's broad (liberal) education. Thus, an argument could well be made for requiring a more liberal education for a primary school teacher than for a graduate university professor. This is because greater breadth of knowledge is needed at the broad base level of education than at the narrow specialized summit. The teacher education candidate is required by Illinois state law to not only fulfill the general education requirements necessary for college graduation, but also to obtain some credit in Foundations of Education courses. These Foundations courses may be thought of as a bridge between the liberal arts and professional education. It is here that the twain meet. As previously discussed, the liberal arts are general in character and do not directly deal with the specifics of any particular profession. Professional courses do deal with substance and procedure in a specialized area (for instance, in the area of English education it is necessary for the teacher to know the discipline of English and also know how to teach it). The Foundations courses bridge the gap between general and professional education because they provide

for an examination of educational issues within the broader context of the social, political, and economic aspects of life, as well as the religious, philosophical, and historical bases which influence the direction of educational development. For example, issues which have only a tangential relationship to substance (knowledge of the discipline) and procedure (method) in a subject-matter area will often be the center of attention in a Foundations course (e.g. issues of equality, taxation, cultural development, or individual autonomy). The Foundations course thus provides a perspective on educational matters as they relate to the more general concerns of life.

If one takes a strictly technical view of teacher education, then the requirements in Foundations are difficult to understand. After all, the most obvious function of the teacher is performed in the classroom and involves the transmission of a specific body of knowledge. On this view of teaching, there may be some disagreement about the proper mix between the subject matter areas and the methods areas, but there is little room for any other kind of requirement. Yet this view neglects the professional role of teachers in their activities outside the classroom, and when it comes to matters of educational policy, it seems to simply assume that the teacher's role is to follow directives which are issued elsewhere. An alternative view, one which seems more compatible with the professional status of teachers, views the teacher as being central to the critical formulation of policy, even when that policy may be formally articulated elsewhere. To put the issue more concretely, teachers in many communities (whether at the elementary, secondary or community collegiate level) are confronted with issues such as censorship, racial integration, school consolidation, sex education and a host of others which of course vary from community to community and from one period of time to another. When such issues become public and teachers are forced to take a stand, then the need for a critical appraisal becomes obvious. What may, perhaps, be less obvious are the occasions when a teacher has the opportunity to help clarify such issues for a single community member or a small group by placing it in a different perspective for that person or group. Of course, the nature of such issues changes, and a single program can neither anticipate every social question that is going to occupy a teacher's time, nor provide pat answers to the ones that can be anticipated. What can be done, however, is to acquaint teachers with part of the range of empirical and normative material which can be brought to bear in critically considering such issues. This is the goal of the Foundations course.

When the purpose of the Foundations course, as described above, is compared with the ancient Greek aim of liberally educating a citizen with the various elements necessary to participate in democratic life, a rationale is provided for making the Foundations course available as a modern-day liberal arts option in the general education requirements. After all, everyone in today's American society is involved with public education. Even if they are not sending children to public schools, they are paying taxes to support public education and electing people to handle policy matters concerning it. If, then, this Foundations area of education is of such vital and immediate concern to every modern-day citizen, should it not be an elective in general education for all students as well as an essential requirement for those who are going to become professional teachers? I think so.

A CALL FOR ACTION RESEARCH

Kathlene S. Shank

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Fred P. Barnes, in 1964, called for action research in his book **Research For the Practitioner in Education.** A review of research reveals a paucity of action research in education. It is up to educators to research their "hunches" as to how to best teach. Action research is research in which an educator tests his/her "hunches" with his/her students serving as the sample. The data gathered may be analyzed using a non-parametric statistical analysis: e.g. Chi Square, Median Test, Mann Whitney U. Test, or the Sign Test. These non-parametric tests are easy to use requiring the user to be able only to add, subtract, multiply, and divide.

If educators would test their "hunches" as to effective teaching methods and share the results several benefits would be forthcoming: one educator's research could serve as a jumping off place for other educators' research and/or the simple research design based on a sample could be expanded and the design refined so as to make inferences as to the population. The following is an example of action research. A simple research design was utilized and the data gathered was analyzed using a non-parametric test of significance. This report is presented only as an example of action research. It demonstrates the simplicity of action research and offers a model:

An "Action Research" Report: Increasing Comprehension of Lecture Material by Freshmen Enrolled in an Introductory Education Course

Introductory college courses are generally designed to introduce new courses of study and lay the foundation for future application, analysis, and synthesis of knowledge. Application, analysis, and synthesis necessitate possession of background knowledge and comprehension of that knowledge. It is the teacher's responsibility to present all material in a manner most conducive to enhancing each student's ability to fully comprehend the new knowledge put before

him/or her. Providing prior knowledge of the scope of the lecture material to be presented may be one way to enhance students' comprehension.

It is the primary objective of this study to look at outlining as a method of providing prior knowledge of the scope of lecture material to be presented and to ascertain if lecture material comprehension by freshmen enrolled in a freshmen level introductory education course is thereby increased. The study will, therefore, provide a basis for the acceptance or rejection of the following null hypothesis: There is no difference between the comprehension of lecture material as measured by a teacher-made test of comprehension of two groups of freshmen enrolled in an introductory education course, one group having had prior knowledge of the scope of the lecture material and the other not having had prior knowledge of the scope of the lecture material.

PROCEDURE:

Sixteen of the freshmen enrolled in the freshman level class, Education 1230, section 2, Introduction to Education, Eastern Illinois University were chosen to make up a control group and an experimental group. The method used was that of writing each name on a separate slip of paper and putting these papers in a "figurative hat". Then the names were drawn out and placed alternately in either the control or experimental group. Each group, control and experimental, was comprised of eight students.

The control group and experimental group having been established the experiment proceeded. The members of the experimental group, unbeknownst to the control group, were given outlines of the lecture material to be covered in the next two regularly scheduled hourly meetings of the class. Both groups were then presented, through a whole group lecture approach, the material outlined for the experimental group and over which both groups were to be later tested for comprehension by a teacher-made test. The test utilized as a post-test was a teacher-made criterion referenced test of comprehension. The test was a six question objective test over the presented lecture material. The test was given with no advance warning being given to either the control or experimental group. The test scores were then rank ordered and analyzed as to level of significant difference between the scores of the two groups, control and experimental, using the Mann Whitney U Test, a non-parametric method of statistical analysis.

The research design used was that of two groups, one group only being exposed to the condition serving as the variable then a post-test administered to both groups:

Group I (Experimental)	**Experimental Condition**	**Post-test**
Group II (Control)	**No**	**Post-test**

The condition serving as the variable in this study was prior knowledge of the scope of the lecture material presented. The experimental group (Group I) was given an outline of the lecture material before the lectures occurred and the test was administered. The control (Group II) was not given the lecture outline. Group I and II were lectured and tested in combined sessions. The hypothesis was tested at the .05 level of significance.

STATISTICAL ANALYSIS:

The Mann Whitney U Test, described by F. Barnes as a "powerful" non-parametric test, was used to test the difference between the distribution of scores of the two groups, control and experimental. The data lended itself well to this analysis in that rank ordering was easliy accomplished.

Measurement having been achieved for both the experimental and control group, the scores of both groups were ranked together in one composite distribution from low to high, assigning the rank of 1 to the highest score and ranks 2-16 to scores in descending order. Tied scores were assigned the average of the tied ranks. In the joint ranking the identification of each score as E (experimental) or C (control) was retained (See Table A).

The two groups were then separated, each score was then assigned the rank determined for it in the composite distribution. Both groups being equal in size, n=8, the E (experimental) group = n_1 and the C (control) group = n_2. Next the ranks for each group were summed. The symbol R_1 = the sum of the ranks for the n_1, experimental group, and the symbol R_2 signifies the sum of the ranks for the n_2, control group (See Table B and C).

The values of n_1, n_2, R_1, and R_2 were then substituted into the two formulas that yield a U_1 and U_2 value (See Table D). The U_1 value, 31, being the smallest was then used to determine the significance of the observed value. A "Table of Probabilities Associated with Values of U in the Mann Whitney Test" for n=8 was utilized. The level of significance was .480. This being in excess of the .05 level of significance and R_1 and R_2 being near equal, $R_1 = 69$, $R_2 = 67$, the null hypothesis was not rejected. Prior knowledge of the scope of lecture material to be presented did not increase the comprehension of the experimental group as measured by a teacher-made comprehension test.

TABLE A

Scores Ranked Together

RANK	STUDENT	SCORE	GROUP
1.5	A	15	C
1.5	B	15	E
4	C	14	C
4	D	14	C
4	E	14	C
7	F	13	E
7	G	13	E
7	H	13	E
9.5	I	12	E
9.5	J	12	E
11.5	K	11	C
11.5	L	11	C
13	M	10	E
14.5	N	9	E
14.5	O	9	C
16	P	8	C

TABLE B

Experimental Group (n_1=8)

STUDENT	SCORE	RANK 1
B	15	1.5
F	13	7
G	13	7
H	13	7
I	12	9.5
J	12	9.5
M	10	13
N	9	14.5

$\sum R_1 = 69$

TABLE C

Control Group (n_2=8)

STUDENT	SCORE	RANK 2
A	15	1.5
C	14	4
D	14	4
E	14	4
K	11	11.5
L	11	11.5
O	9	14.5
P	8	16

$$\Sigma R_2 = 67$$

TABLE D

Mann Whitney U Test

$$U_1 = n_1\ n_2 + \frac{n_1\ (n_1 + 1)}{2} - \Sigma R_1$$

$$(8)\ (8) + \frac{8\ (8^2 + 1)}{2} - 69$$

$$64 + \frac{72}{2} - 69$$

$$64 + 36 - 69$$

$$U_1 = 31$$

$$U_2 = n_1\ n_2 + \frac{n_2\ (n_2 + 1)}{2} - \Sigma R_2$$

$$(8)\ (8) + \frac{8\ (8^2 + 1)}{2} - 67$$

$$64 + \frac{72}{2} - 67$$

$$64 + 36 - 67$$

$$U_2 = 33$$

CONCLUSIONS:

This study was designed to test the effectiveness of providing prior knowledge of lecture material to be covered as a method of enhancing freshman comprehension of lecture presented material in an introductory education course. The results of this study show no significant difference between the comprehension scores of the experimental group that had prior knowledge of the scope of the lecture material and the control group to whom the lecture material was simply presented. Prior knowledge of the scope of lecture material in the form of an outline as a method of increasing the comprehension of the sixteen freshmen enrolled in Education 1230, Section 2, Introduction to Education, at Eastern Illinois University was not shown to effectively increase comprehension as tested by a teacher-made criterion referenced test of comprehension.

LIMITATIONS AND RECOMMENDATIONS:

A severe limitation of this study was the lack of control over what each freshman in the experimental group did with his/or her outline of the material after it was given to him/or her. It it this researcher's opinion that some may have just "stuck" the outline in their notebook.

A future study is recommended in which one of two sections of an introductory education course taught by the same instructor would be the control group and the other section would be the experimental group with the teacher actually going over the outline with the experimental group. Another possible research approach would be that of pairing two students as to equality of past performance then placing one of each pair in the experimental and control groups. Prior knowledge of the scope of lecture material as a method of increasing freshman comprehension of introductory education lecture material is worthy of future study.

Only when educators begin to test hunches and share the results of their action research are we going to go beyond intuitive, sixth sense, teaching. Formal research is utilized little by teachers and rarely undertaken by anyone other than to get a degree or get grant money. Research can provide direction for change but only when it is accomplished under ordinary conditions, with understandable data, and shared. Action research fits this bill of fare. Only when journals publish research that is readily readable, applicable, and re-do-able will research influence teaching in classrooms and result in changes in the curriculum.

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IN PURSUIT OF FEDERAL MONEY: THE BASICS

Ronald W. Rebore

Dianne Zimmerman

Dr. RONALD W. REBORE is a member of the Department of Administration, Foundations and Secondary Education, University of Missouri-St. Louis. MS. DIANE ZIMMERMAN is a graduate student also at the University of Missouri-St. Louis.

School districts across the nation are feeling the economic pressure of reduced revenues eroded by inflation. While personal income for the period of 1970 to 1977 rose more than 43 percent, the average expenditure per pupil based on average daily attendance rose less than 20 percent. Also, the purchasing power of the dollar declined over 30 percent during this same period. From every indication, with defeated tax levies and state revenues falling short of necessity, this troubled financial condition of the schools will persist into the distant future.

However, the federal government has provided increasing support for elementary and secondary education and especially for the educationally deprived, amounting to 455 million dollars in 1974 and increasing to over 2 billion dollars in 1977. Federal grants could, therefore, provide a partial answer to this problem and be the salvation of many specialized programs; but securing these grants may prove to be as difficult as passing a tax levy election. The task of seeking out and securing federal aid is rapidly becoming so complex that a new specialty within the field of educational administration has emerged.

The Process

There are three stages in the process of successfully securing federal grants: assessing the needs, planning the program, and writing the proposal.

In assessing the needs, the following conditions should be observed:

1. Assessment is an on-going process rather than a task which is performed for a specific grant proposal. Both the community and school personnel must be involved in the assessment process if the results are to be credible.

2. Before an assessment can be made, a standard must be established in accordance with recognizable norms against which pupil behavior will be measured. (e.g., Iowa Test of Basic Skills)

3. It must be well documented by objective data that a specific segment of the pupil population does not meet the established standard. Therefore, a need exists (e.g., some students read below grade level).

In planning it should be kept in mind that the program must be supplemental to the regular program; must be directed to a specific group of students; and must be designed to attain measurable objectives. This planning should begin six months prior to the application due date. The **Federal Register** is the resource planning document which contains the specific legislation with its regulations and funding criteria.

Sidney Sufrin in **Issues in Federal Aid to Education** has identified what he considers to be the characteristics of a good proposal:

1. A demonstrated need.
2. Promise of achieving proposal objectives.
3. New and innovative techniques.
4. A competent staff.
5. A realistic budget.
6. A well-conceived evaluation plan.

When writing the actual proposal, the principles of effective writing demand coherent and logical development. Translated into practice, this means that the goals and objectives are clearly stated with a step by step plan of action for implementation.

Because of keen competition for federal money, the proposal must be taken through many stages of editing for revision to eliminate redundancies and ambiguities. Each word must be included for an obvious reason. Strict adherence to the form and content as stated in the **Federal Register** is necessary if funding is to occur.

The Grantsperson

There are no undergraduate or graduate programs at this time specializing in grantsmanship. At most, there are only seminars and workshops offered by universities, colleges, and private consulting firms. Many new books have also appeared providing a cookbook approach to security grants. There is, however, a definite need to establish the position of grantsperson in school districts and to hire an appropriate person to carry out this task.

The most common misunderstanding concerning the appointment of a school district grantsperson is the belief that any administrator or teacher given the appropriate motivation can perform the tasks of writing proposals and administering grants. The following represent desirable requirements for the position of grantsperson.

Education 1.

> A Master degree in Education should be a minimum requirement. It does not make a difference as to the emphasis of the degree because either an elementary or a secondary degree will provide the individual with an understanding of the necessary educational principles.

Experience 2.

> A minimum of two years experience as a teacher or as a building level administrator should be required. This experience is necessary because of the understanding and rapport which must be established with teachers and building level administrators if grant objectives are to be ac-

complished.

Personal Characteristics 3.

The grantsperson must be able to work well with federal and state program directors, must be sensitive to individual needs, and must work well with details. He or she must be a self-starter with good writing skills.

The position of grantsperson is most effective in a staff rather than a line relationship reporting directly to the Superintendent of Schools. Titles for this position may vary from Director to Administrative Assistant to Coordinator of Federal Programs. There are three major functions vested in this position:

1. Searching out potential programs through the **Federal Register** and by direct contact with federal and stage agencies.

2. Developing and writing grant proposals in cooperation with teachers and administrators.

3. Acting as the liaison between the school district and the funding agency which includes the preparing of accountability reports.

Summary

The concern of this article has been to establish a frame of reference from which an evaluation can be made concerning a school district's organizational potential for securing federal aid. The intention has not been to outline every step to be followed. Each individual situation will dictate exactitude and by its very nature be different from every other situation.

PIE Active at EIU through PDK Support

Chapter 120, in cooperation with the International Headquarters of Phi Delta Kappa, has funded a Professional Information Exchange (PIE) for the purpose of facilitating improved communications between and among professional educators in this area of the state. According to a recent announcement from Dr. Donald G. Christ, Project Coordinator, the project is now operative and is located in Room 127 of the Buzzard Education Building at Eastern Illinois University and is open for information and browsing by members and friends.

Materials have been gathered from many sources, including such publications as: **The Kappan**, a complete set of PDK fastbacks in the Reavis Collection, current publications from the State Board of Education including board minutes, up-to-date copies of the **Federal Register** supplied by Dean Harry Merigis, and much more.

Dr. Christ emphasizes that all of these materials are for public use; the center is open from 2:00 to 5:00 p.m. on Monday, Wednesday, and Friday.

EARLY CHILDHOOD RESEARCH: AN AFFORDABLE ALTERNATIVE

Georgia H. Scriven

Rosemarie Slavenas

DR. GEORGIA H. SCRIVEN, Associate Professor of Elementary Education, is currently a member of the Department of Curriculum and Instruction, Northern Illinois University. ROSEMARIE SLAVENAS was the assistant director of the laboratory last year.

A few years ago, laboratory schools operated as part of, or in conjunction with, Colleges of Education were common. The demise of laboratory schools associated with colleges and universities coupled with lean budgets has resulted in fewer campus-based settings for children in groups available to faculty and graduate students for research. One assumption underlying the closing of laboratory schools, that research studies in education are better conducted in the field, may be generally true. However, the availability of children in a controlled environment, within easy access of faculty and graduate students, may encourage research and the study of child behavior.

Based on the latter premise, the Curriculum and Instruction Department of Northern Illinois University has been operating an Early Childhood Research Laboratory for the past four years. The purpose of this laboratory is to provide a place for faculty and graduate students to do research regarding young children, to develop research skills and techniques, and to provide a training ground for the graduate student teachers, who act as head teachers in the Laboratory, planning and initiating activities with the children and supervising the undergraduate aides.

The facility is comprised of one 25' by 30' carpeted room containing a low sink and counter and an adjacent washroom; a kitchen adjoins the room. Space for an observation booth is provided by the former coat closet. The staff consists of a faculty advisor, a graduate assistant who coordinates the laboratory and supervises the staff and activities, the head teachers, aides, and volunteers.

Northern Illinois University was fortunate in having a suitable physical plant already standing; the Laboratory is housed in what was a kindergarten room of the old University Laboratory School, which was phased out six years ago. The classroom had only to be carpeted and supplied with a sufficient quantity of educational materials. The room now contains a housekeeping area, sand box, water play area, painting and art area, block, and smaller manipulative areas, as well as a book nook. An adjacent playground provides a place for outside play.

Because the only paid staff is the graduate assistant (associate director) who acts as coordinator and director of the teachers and aides, the facility is maintained with minimum

cost. The only ongoing expense is the salary of the coordinator and a small outlay for supplies and new materials. The head teachers are graduate practicum students, aided by undergraduates who receive two hours of credit for 60 clock hours spent assisting in the Laboratory. Volunteer help is also used on a limited basis, as some students wish to obtain experience working with young children without committing themselves to specific hours for university credit. The faculty advisor acts as a liaison to administration and faculty and provides consultation and expertise as needed. The associate director recruits the children from the community, and schedules the sessions as well as the research and observation. Researchers, students and faculty request the use of the Laboratory through the associate director. The schedule permits a continuous use of the facility without burdening the teachers and children with administrative concerns. Scheduling also prevents interference between research studies.

Children from the community are invited into the Laboratory, typically for two, two-hour sessions per week. Timing and scheduling are determined by research requests, in conjunction with feasibility in the typical day of the young child. Many young children take naps during midafternoon, so afternoon sessions are generally scheduled early.

To avoid an economic bias of the population, no tuition is charged. The Laboratory regularly has groups of 10 to 12 children aged 3 and 4 with one head teacher and one or two aides. If special requests for younger or older children are received, programs are organized to accommodate them. To allow for research, the program must include very little structured activity. The children primarily select their own activities, with the teacher or aides assisting and supporting the child's efforts as needed. The teacher supervises and acts as a model to the undergraduate aides. Because the Laboratory cannot espouse a particular educational philosophy as this would destroy its amenability to research, the teachers find it a very good place to try out their own ideas.

In addition to the regularly scheduled daytime sessions, graduate students attending evening classes have the opportunity to work directly with and observe young children during a play hour. These children come into the Laboratory for an hour after dinner to enjoy socializing with one another and using the materials in the lab. Since much of the graduate program at Northern is conducted during the evening hours, the availability of children in a group setting at this time is an instructional asset.

Special parties are sometimes arranged, with children invited in on a one-time basis. Children's literature classes have had such evenings scheduled in order to plan games and stories, present them to the children, and evaluate their reactions. Individually, students use the Laboratory to test their skills in involving children in activities, such as testing and touching, reading, or game-playing. Classes also come in for observation, as research scheduling allows.

Parents, when enrolling children, agree to allow video and audiotaping, as well as research. All research is carefully screened to assure the well-being of the children. They are invited to participate in research studies on an individual or group basis, depending upon the needs of the researcher. The Laboratory is an ideal place for researchers to try out pilot studies before going on to seek larger numbers of children. Research completed in the Laboratory has included testing socialization patterns, observing use of space by the children as to how highly use is correlated with adult presence or involve-

ment, presentation of material in different manners to see whether manner of presentation affects the children's subsequent use, testing memory in young children, testing language development, and using audio-visuals as a means of presenting literature.

Part of the value of the research done, aside from its intrinsic worth to the researcher, is in providing an opportunity to learn research methods and techniques in a setting where the researcher's needs are considered, in contrast to public or private nursery school or day care center, where one can hardly expect the program to be rearranged to accommodate particular research projects.

Recently the Laboratory staff has begun publishing a series of Child Study Monographs, reporting research with young children conducted by Northern Illinois University students and faculty. While it is not mandatory that the research published be conducted on the premises, the Monograph does provide an opportunity for sharing the research done within the Laboratory facility.

A gratuitous benefit of the Early Childhood Research Laboratory is that university-community relationships are enhanced by providing a community service while carrying out the university's business of education and research. Some community children are provided with an enriching preschool experience in a well - equipped facility with well-trained and supervised staff, at no cost to the parents.

SUMMER SCHOOL - 1979

A four-day week, flexibility in length of sessions, and programs not offered during the regular academic year are all features of Summer School '79 at Eastern Illinois University.

Dr. Charles Switzer, Director of Summer School, said undergraduates who attend both the four-week intersession and the eight-week main term can earn up to 15 semester hours of credit. Students attending summer school twice, he said, can complete a baccalaureate program in three years.

Of particular interest to teachers will be a three-semester hour workshop in economic education, sponsored by the Illinois Council on Economic Education. Tuition-free, this course is designed for both elementary and secondary teachers. Sixteen one-semester hour theme workshops, most carrying graduate credit, will be offered under four general headings: Understanding America, Women in Changing Times, Work and Leisure, and Issues in Education. They will be offered, with a few exceptions, each week in a Monday-Thursday format although a few will be offered in a Friday-Saturday weekend format.

Under Issues in Education, the following theme courses will be offered: Elementary Education 4998, Educational Objectives and Individualizing Instruction; Fine Arts 4998, The Arts in General Education; Music 4998, Music in Special Education; Physical Education 4998, Study of Perceptual Motor Skill Development; Psychology 4998, Drug Problems in Middle Schools; Special Education 4998, Alternatives in Special Education. In addition, teachers may be interested in a course offered under "Women in Changing Times," Elementary Education 4998, Profiles of Dynamic Women Educators.

Complete information may be obtained by writing to: **Dr. Charles Switzer**, Director, Summer School - Old Main, Eastern Illinois University, Charleston, Illinois 61920.

THE INTELLECTUAL DEVELOPMENT OF THE UNDER-ACHIEVER THROUGH "HANDS-ON" SCIENCE

Robert C. Waddell

ROBERT C. WADDELL is Professor of Physics, Eastern Illinois University. He joined the Eastern faculty in 1948, after completing his doctorate in physics at Iowa State University.

Many under achieving college students operate on Piaget's concrete level while success in college requires an ability to function formally and to think abstractly. This proposal would create a remedial program using "hands-on" science to develop necessary communicative and mathematical skills as well as to provide those interactions between reality and abstractions necessary for formal thought.

The concept of "hands-on" learning ranges at least from Aristotle who believed that the teacher must proceed from the concrete, to the abstract, and back again to the concrete, to Bronowski's "–the hand is the cutting edge of the mind." In the last few years considerable effort has resulted in extensive support of Piaget's theory of intellectual development which requires "hands-on" exploratory experiences followed by discussion and reflection upon these experiences, i.e. self-regulation. Efforts are now underway with at least one remedial reading program relating hands and the mind. However, to this author's knowledge, this would be the initial application of these concepts to the specific problem of developing an effective and efficient program for low-scoring incoming college students.

It is assumed that most incoming under-achieving students at Eastern Illinois University and nationwide needing remedial attention are at the level described by Piaget as concrete. As EIU and other universities assume a greater role in providing educational opportunity to new clientele with marginal academic qualifications, the need for successful remedial action will become even greater. Many present-day college remedial programs, e.g. in composition or mathematics, assume the student is already able to deal with abstractions; that is, to be on Piaget's formal level. This assumption must be doubted since experiences with such programs have not been encouraging. The challenge is to create a remedial program that will better prepare these students to meet accepted University standards of performance and subsequently to lead more productive lives.

Immediate outcomes of a successful program would be measurable improvements in writing skill, reading comprehension, and arithmetic understanding. Hopefully, these achievements will be accompanied by a speeding up of the learner's transition from

the concrete to the formal or abstract level of reasoning. On an expanded time scale, success can be measured by improvement in the University-wide retention rate of these initially under-achieving students. Further, assuming success in the above learner-centered activities, a pilot project developing similar programs at selected community colleges and universities should follow. Finally, to achieve a far-reaching impact, programs preparing teachers and improved material to work effectively with low-achieving learners in the development of their ability to think formally should be developed.

It is suggested that a Physics Department is uniquely qualified to develop the basic curriculum for a "Hands-on" remedial course designed to improve the ability of students to think abstractly. Such a departmental staff has long - term experience in relating "hands-on" laboratory work to underlying abstract concepts. This is a style of teaching characteristic of physics. In addition, basic equipment, physical facilities, and supplies are already available.

The course proposed could be planned for an eight (8) week session so that it could easily fit into the schedule of a variety of institutions with minor adjustments.

The curriculum would consist of simple experiments, easily written. While experimental work with lenses, hi-fi systems, batteries and bulbs, dart guns, etc. (subjects that one has learned from previous experience will provide motivation and suitable challenge) would be available, the following outline of simple pendulum studies illustrates the approach to be used.

The class of about twenty would be broken into two-person groups (each reinforces the other and necessitates communication--ideas will be exchanged both verbally and by manipulation). There would be no formal lecture but brief demonstrations of the behavior of a string pendulum would be given with questions being asked about the time of one swing, (the period); how can it be measured?; does the amplitude of vibration affect the period?; does a change of length change the period?; what is the effect of replacing a steel by a wood bob?; by a light styrofoam bob? The students would be given stop clocks, meter sticks, etc., and a simply-written handout sheet of instructions. They would measure the time of, say, fifty swings and do the arithmetic to obtain the period. The length of the string would be measured in metric units and related to the period. Instructions in graphing would be followed by the students plotting period as a function of length, a means of relating the concrete behavior of the pendulum to its abstract graphical representation. Brief written observations and conclusions in a bound notebook would be required for each phase of the experiment. Communicative and arithmetic skills would be developed in a practical setting. The instructor would circulate, questioning and giving help as needed. Almost every person should succeed who tries. There should be no failures. Extra time for reflection and help would be available for those who need it. The notebook would be corrected with attention to developing communicative, mathematical, observational and analytical skills. In subsequent experiments, where appropriate, a simple theory of the system could be related to the physical behavior.

The bound notebook kept by each student would be a record of his performance providing a subjective means of evaluating his progress and consequently that of the program. On a more quantitative basis the ACT test taken prior to admission to the University would serve as a pre-test and at the conclusion of the course another ACT or similar test would be taken as a post-test

giving another measure of learner progress. In addition, the University gradepoint average of the group obtained in the semester following the remedial work would be compared with that of similar control groups having no or different remedial work.

Evaluation of the program would be difficult as is the evaluation of all remedial education programs. Consultation with specialists in learning theory and testing could assist in the evaluation design. There remains a number of questions about curriculum design which must be answered.

Can learner performance be measurably demonstrated? This question was addressed above. If so, how much time is required, i.e. what is the shape of a learning-time curve? It is proposed that the initial class be of eight weeks duration, the second group effort would be for sixteen weeks during the following semester with a mid-semester evaluation to be used for comparison with that of the initial eight weeks group. Is the format of two-hour classes meeting three times a week more effective than one-hour classes daily? These variations and others could be tried. Certainly changes in "hands-on" experiences and written formats should be made.

Cost effectiveness comparison would be difficult to make as other known approaches to this remedial problem at the college level have been ineffective. There is some evidence indicating that the usual college education does not raise cognitive level but only eliminates those not already operating formally. This view may explain the success of the post W.W. II veterans programs--they had "hands-on" experience and time for reflection prior to re-entering college. However, careful cost data should be maintained and compared with other remedial programs operating on campus.

The format of action should be the concurrent development of the course and instruction of the group of learners. This would allow rapid feedback from the instructional situation to the developmental center which would facilitate modification of teaching techniques, apparatus, and experiments. This is in itself an example of moving from the concrete to the abstract and back to the concrete.

CULTURAL PLURALISM

Reggie Weaver

The following article is the text of a speech that was delivered at Eastern Illinois University on April 25, 1979, by Reggie Weaver, as a part of the Dean's Lecture Series, sponsored by the School of Education. According to Dean Harry Merigis, this lecture "had particular significance because of the new NCATE Standard requiring the institution to demonstrate effect and commitment in the area of multicultural education."

REGGIE WEAVER is a teacher in the Harvey, Illinois School District and a member of the Illinois State Teacher Certification Board.

When one embarks upon a journey into the world of education, he must know the road he is going to travel and have knowledge of the objectives at the end. I anticipate your journey with me as I share with you my notions on cultural pluralism. I am aware that in order to maximize the possibility of success the major and often controversial term in the topic title should be defined beforehand.

I believe that cultural pluralism is the belief in, and the coexistence of, people from diverse cultural backgrounds, who accept and practice the notion that to be different is not to be inferior.

The American public school system has been based on the principle that all the children of all the people from many different ethnic backgrounds with many different degrees of motivation are to be accommodated. This principle has never really been practical in American public schools or higher education. Minority groups throughout the country have had to, and continue to culturally and educationally isolate themselves in an effort to maintain cultural survival. It is only recently that public institutions who are in existence for the purpose of influencing minority group education, have begun to make an effort to deviate from the system of public education, which is sometimes referred to as "conformed education." Actually, public education in America has been based primarily on the American middle class cultural and racial ethnocentrism.

To perpetuate cultural pluralism must necessarily involve philosophical realignment as well as systematic approaches in educational programs and development of educational personnel to achieve the goals that may be established to enhance cultural pluralism. America is now witnessing a semblance of a trend that indicates a need to restructure its educational practices based on multi-cultural elements in an effort to resolve some of its social ills. Although this trend may have derived from injustices incurred on ethnic minorities because of current educational practices, it is apparent that the American educators have realized that education for

cultural pluralism can benefit people of all cultures in the community.

For some time now we have "copped out" on serious consideration of the concept of cultural pluralism by using astute and even intelligent sounding rhetoric to avoid assuming any responsibility for it. We have been quite effective in shifting the responsibility for the recognition of cultural pluralism from the professional to the client. This, when we have chosen to recognize its existence at all. More commonly, however, we have refused to recognize that cultural pluralism exists or even that it should. There are cases where educators ranging from professors to school administrators and teachers, have discounted pluralism by ascribing to culturally different clients all kinds of demeaning terms. We are all familiar with these terms: culturally deficient, culturally disadvantaged, culturally deprived, and in extreme cases, even culturally depraved.

In essence, we have absolved ourselves by stating the problem belongs to the learner and that it is **his** responsibility to overcome it; that it is **his** responsibility to adjust; that it is **his** responsibility to learn about us; that it is **his** responsibility to become an American. These kinds of statements can only be called astute rationalizations so as to avoid what the real issue is.

The true impediment to cultural pluralism could be that we have had culturally deficient educators attempting to teach culturally different children. One might find this difficult to accept. One might feel that he has always been receptive to cultural pluralism. That he has always had respect for the culture of others. But I don't want to take issue with what one feels; rather I would like to direct myself to what each of us has done, or better still what each of us has not done.

If we really have been accepting our cultural differences, then why haven't we succeeded in producing a pluralistic society? The answer is rather obvious. Our intentions have been good. We really have been, and are, accepting them. We really believe in the dignity of man and we respect his differences. In essence, we are all good people. Granted that to one degree or another the preceding statements are all true in one way or another, the answer is then painfully obvious; it has to be one of two things. We are either all a bunch of hypocrites and we choose to believe good things about ourselves, when in reality we don't practice them, or we are culturally deficient in acknowledging those cultural differences that our clients bring us.

I choose to believe the latter. Our sins are sins of omission rather than commission. We can't teach within a context where cultural differences are extant if we don't know what the cultural differences are. Therein lies our dilemma. We can't teach what we don't know. The deficiency, thus, is in the professional, not the client.

Before further consideration is given to the concept of cultural pluralism, let's talk about culture. Let's begin with what culture **is not.** Culture is not a word followed by disadvantaged, defective, or deprived. Nor is it the culture of poverty with true cultural differences. Cultural differences cannot be ascribed to the disadvantages, however real and painful, of socio-economic class. This is what the culture of poverty alludes to. Culture, then, is not used in the same context as the word "culture" in the "culture of poverty." Culture of poverty refers to all people who are economically deprived, and has little to do with ethnicity or true and identifiable culture traits. People in the culture of poverty are poor; they are poor first and then they are WASPs from West Virginia; they are poor first and then Black; they are poor first and then they are Mexicans. Thus, the kind of cultural

pluralism of which I am speaking has little to do with the culture of poverty.

What, then, is culture in the context of cultural pluralism? There is great variance in what people tend to define as culture. There are many good definitions. However, for purposes of this discussion I'd like to use John Aragon's definition. He believes that culture is composed of at least five vital components. He believes that should you go anywhere in the world and find a group of people who are homogeneous in the following five areas one can safely say, "I think we have a culture here." If these people all verbalize the same sounds in order to communicate or if they speak the same language, we think we have one component of culture. If these people all nurture their bodies with basically the same kinds of foods or if they have a common **diet**, we think we have a second component of culture. If these people all adorn or protect their bodies with the same kinds of dress or costuming, we think we have a third component of culture. If these people relate to one another in a predictable fashion, if the relationship between mother - daughter, grandfather and grandson, uncle and niece follows a normative pattern, or if they have common **social patterns**, we think we have a fourth component of culture, and if these people have a common set of values and beliefs, or **ethics** we think we have a fifth component of culture.

If you were to accept this one definition of culture, then the question is, "How can professionals who don't have these five components in common with their clients subscribe to and teach toward the concept of cultural pluralism?" It isn't easy. But if the deficiencies found in the professional are to be overcome, then a program must be developed that will 1) meet their self needs, 2) that will acquire a better understanding, 3) that will develop strategies for dealing with the education of the culturally different child.

Why multi-cultural ethnic studies? These studies offer vital resources for instruction, especially in the area of social studies. They can bring to life the richness of our natural heritage and provide learning experiences which will enable students to make the transition from their early noncultural education to the realities of our shrinking global village. Pluralistic education will also help students to accept and appreciate their own cultural differences as well as those of others.

Our nation was created and is still being shaped by immigration and migration. Since our very heritage is a mixture of dreams and traditions from every part of the globe, our students need to explore the richness of this mixture.

Although maps, political alliances, and economic geography can be turned inside out in a matter of years, the knowledge and insight that can be gained from ethnic studies will help students form the changes that the future will inevitably bring. It is becoming increasingly difficult to survive economically or socially without an understanding of many cultures in this country and beyond its borders. United States cities already have some of the largest urban Spanish-speaking populations in the world. English-speaking children now in school are increasingly likely to work with, or for, Hispanic people. They may be voting for or seeking votes from Puerto Ricans or Chicanos. As they move from one part of the country to another they may find themselves in a neighborhood where many people speak Chinese or the grocery carries Carribean fruits and vegetables. More and more Americans may be employed by Japanese or German companies or dealing with African or Asian customers.

The united teaching profession's involvement in multicultural education grew out of its commitment to equality of educational

opportunity. As educators, human relations specialists, civil rights advocates, political leaders, and clergymen struggled to overcome the racial and ethnic hostilities that erupted during the 60's and 70's, there emerged a painful realization about the once popular tradition of the melting pot. In spite of the fact that the U.S. has always been a land of ethnic diversity, our national institutions have perpetuated a white, anglo-saxon, Protestant, noncultural standard. Moreover, it was a myth called the melting pot that made possible the continued paradox between ethnic-diversity and noncultural standard.

According to this myth, the educational process transforms people from diverse ethnic backgrounds into a homogeneous citizenry. Some high school graduations in the 40's and 50's included a melting pot ceremony; at the beginning of these ceremonies, the students appeared in ethnic costume, and at the end they were dressed like respectable Anglo-Americans. Historically, the Americans who have obtained the greatest measure of opportunity, economic success, and respect were those who most convincingly conformed to the melting pot's noncultural ideal. Many of those who were able to conform experienced painful cultural conflict and paid a high emotional price.

This cultural homogenization did, however, exclude numbers of visibly different Americans. As one Black educator put it, 'The Jew, Greek, Spanish, Mexican - American and others, if they choose to give up their identity, can melt into the pot. But the pot has never been hot enough to melt the black man." The melting pot forced Blacks into a double bind. While they were excluded from its process, their failure to conform to its noncultural ideal was cited as justification for their second-class citizenship.

The myth of the melting pot has burdened our entire society with a number of undemocratic and destructive assumptions:

1. The self worth of an individual is directly related to the extent of the individual's conformity to the noncultural ideal.

2. To whatever degree a person looks, behaves, or sounds different from the noncultural ideal, that person or group is inferior.

3. The culturally different are not to be trusted.

4. In order to avoid being treated unfairly when dealing with persons or groups who are culturally different, it is necessary to establish the superiority and power position of one's own group.

The cause of ethnic and intergroup conflict are these assumptions about cultural differences - not the differences themselves. The schools, therefore, must provide experiences which will help replace noncultural assumptions with a multiethnic appreciation of our society, if they are to help prepare students for effective citizenship, and if they are to have a rewarding and successful teaching experience.

Let me emphasize that the sustaining values inherent in cultural pluralism will not evidence themselves because a special course is given here and there in different departments, or because some special program is attached as an appendage to the business - as - usual university. Special ethnically-integrated advisory groups whose sole attempt is to actively involve appropriate representatives of the community in a meaningful relationship to the University is an unreal exercise in cultural pluralism. The values inherent in cultural pluralism will be expressed through a conscious administrative policy

and structural design that fosters and defines as an academic good the active participation of those cultural communities and the university faculty in a real educational process.

RECOMMENDATIONS FOR EFFECTING A CULTURAL PLURAL ENVIRONMENT

The University should give recognition and credit toward professional advancement to all of those who implement action programs as they do to those who publish.

The "publish or perish" syndrome should be moderated. We know that it is possible to produce material that does not increase our knowledge or understanding and still move up on the instituional ladder of success. I am not saying that those who increase our knowledge through publication of their works should not be rewarded. It seems to me, however, that those who choose to demonstrate their understanding and knowledge through direct involvement with the social issues of our times by contributing to the implementation of significant programs that further desired goals and objectives should have equal promise of academic advancement. There are some social scientists who are better able to translate and transfer their ideas into immediately productive programs that are currently needed, than to take one or two years to write them up.

The University should be a source of technical assistance that enables the community to develop the methodology and techniques to institutionalize its knowledge and capabilities as a marketable commodity.

Universities and other institutions have designed agencies and administrative procedures to protect those groups in society that are exploited by existing structures. These Commissions that study social injustice, agencies that investigate discriminatory practices, and procedures that regulate abuses, are not the structures that will in the long run account for the survival of democracy. The University, as the symbolic repository of the highest in intellectual activity and action, can honestly enter into the dialectic of democracy by encouraging and directly supporting the development of the capacity of their neighboring communities to organize resources, human and physical, so that they can negotiate their position in the social structure. The universities should pay communities for their knowledge and expertise, rather than merely use them as a research and training environment for future social scientists.

Schools of Education must lead the fight for sound management training for those individuals who desire administrative positions within the school system.

The major responsibility of a good administrator or manager is to define the objectives of the institution that are his responsibility and develop a goal setting procedure to ensure that objectives are met. Sound culturally pluralistic approaches to education cannot occur in a school or school system that does not have sound management design. You can always find individual teachers who attempt and often become successful at creating the right classroom environment for learning--they need administrative and management supports to ensure success.

The problem for many large school systems is that the major management decisions and responsibilities are vested centrally. Many have the notion that they would like the principal of the school to be a "headmaster" – really the master teacher. The fact is that

in most systems, the principal has no time to perform that role. He is managing a two to three million dollar facility, with responsibilities to the community and his teaching staff that transcend educational matters.

The Schools of Education must participate in the dialogue that comes to grips with the problems and solutions to educational management. There is still debate as to which functions in the educational system ought to be centralized and which ought to be decentralized. But more serious than that is the fact that people performing administrative functions often do so without adequate training.

Schools of Education must expand the opportunities for their students to acquire teaching skills in a culturally pluralistic environment.

The teaching degree does not state that there are limitations on the competency of the new teacher in the areas of teaching middle or lower class youth, or students of cultural backgrounds. There is an assumption that the teacher is always competent and that failure is a student responsibility. This approach simply heightens communications problems between the student and the teacher. Students have contributions to make to the educational process. The teacher can also acquire knowledge from the students.

In order to enhance such an opportunity the Schools of Education should expose their students to teaching and living in a pluralistic environment. This experience enables the teacher to understand to a greater degree the environment and the people inclusive of the children that will be in attendance in the schools.

The School system must evolve an administrative structure that unites the principal, teacher, curriculum, and student in the cultural pluralistic experience.

We know the public educational philosophy was developed exclusive of the Black person and other minorities' participation in the social order. We also know that three of the major functions of education -- cultural transmission, the development of self-identity in the individual, and socialization – were advanced in the schools but were sustained and continued primarily in the home, the religious community, and the polity. The minority child could only attend certain schools, the family has had generations of slavery that was destructive to home life, their religious communities were segregated, and they could not equally participate in the polity and the economy. It is no wonder that quality education was unachievable.

For the cultural pluralistic experience to occur in our schools, the process must be understood in organic terms. The administrative environment must be set and the atmosphere created that encourages the participants in the educational process to share equally what each other has to contribute to that process. It will be of no avail if the schools of education produce graduates that are prepared to be a part of such an organic whole only to find that no such notion exists in their school.

The principal should encourage and support educational changes that permit the teacher to relate to the student as an individual.

The difference between teaching and many other occupations is that education purports to be an objective process and is subjectively administered. Statements by principals and teachers that "they are all the same to me," are meant to deny discrimination inclinations, and to imply that they are treating all

students equally. In confusing similarity of treatment with equality, they miss a crucial point: namely, the real differences in customs, values and beliefs which have reality and essence in the students' sub-culture. If the goal is to treat students with equality, then these differences among students, ethnic and otherwise, must be recognized, and the student's specific needs must be understood within the context of tradition and cultural experience.

The teacher must create and maintain a classroom environment that supports objectivity and freedom of inquiry.

Rational, objective, and scientific thinking about each other on the part of students can reduce the defensive impulses toward stereotyped thinking and the closed mind. Behavior which was previously guided by supersition, lack of knowledge, and fear, must be guided by access to correct information, understanding, and intelligent discrimination. This provides the foundation for the student's perception of the world and the people in it.

The teacher must accept a positive recognition of human differences. The teacher is a manager of the classroom environment and the interaction between him and his students is fundamentally a socio-psychological process. The willingness to include the student as a part of the organic whole is essential to the success of the teacher's endeavors.

Teaching of cross cultural understanding requires teachers who are adequately prepared to function in, and to accept dissimilar cultural values. At the same time, the teacher needs to appreciate his role in his own culture. Before one can adequately understand another culture and its idiosyncracies, the teacher will need to take an objective look at his own.

A curriculum is very important in effectuating a multi-cultural program.

1. The material must be evaluated relative to its treatment of ethnic minority groups in terms of A) their struggle B) contributions, C) and accomplishments in the development of this country as well as the climate of time during which these occurred.

2. Reflect realities of the cultural pluralism of our society.

3. Provide abundant but fair and well-balanced recognition of male and female children and adults of ethnic minority background by placing them in positions of leadership and centrality.

4. Present a significant number of instances of fully integrated human groupings and settings to indicate equal status and non-segregated social settings.

5. Reflect clearly in illustrations the identity of ethnic minority people and not the condescending and degrading practice of coloring over white faces.

6. Integrate minority people in various subject areas, so as to eliminate the need for supplemental materials.

7. Analyze intergroup tensions and conflict frankly, objectively, indicating how social problems have been and are addressed in our society.

8. Reflect the struggles, contributions, and accomplishments of minority groups in developing this country, emphasizing that every human group has its lists of achievers, thinkers, writers, artists, scientists, builders, and statesmen.

9. Provide students with experience to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as members of a pluralistic society -- to demand freedom and justice and equal opportunity for every individual and for every group.

In addition to modifying the instructional material, there are other crucial facts of the school environment that must be present if cultural pluralism is to be realized:

1. Teachers and administrators should be familiar with the dialect spoken in the pupil's home so as to enhance communications both with pupils and with parents. This is significant in building meaningful human relationships with students and parents and helping minority students to feel positive about themselves.

2. Courses in literature should include readings in the literature of non-white Americans and by non-white authors.

3. Arts and crafts courses should acquaint all pupils with the non-white arts of the Americas.

4. School personnel should receive training which should be mandatory and should take place on both a pre and inservice basis.

5. The practices of "Teaching" and ability grouping as well as the use of intelligence and achievement tests should be examined critically to assess their destructive and impeding role of denying minority group students equal protection, dignity, and worth as a human being. If any destructiveness or bias is found in any of these practices, it should be discontinued and/or corrected.

Since our personal influence on the students is even more significant than that of instructional materials, we had better be sure that our knowledge, concepts, and attitudes are pointing in the right direction. Perhaps some will need some re-education in regard to the treatment of minorities before they can properly guide the education of the students. For it is likely that our education, like that of most teachers, imbued us with a stereotyped image of the "typical American" which is not really typical. Although it is now widely recognized that the U. S. is a pluralistic society in which a wide variety of cultural patterns and life styles are acceptable realities, most of us have been conditioned to think in terms of an unrepresentative, over-simplified image of what is "typically American."

We know that all the skills needed to subsist in our society are acquired after birth and that along with achievement levels and scholarships, the ability to accept the equal essence of man, cultural differences, and self-images unbiased by prejudice and misconceptions of self-worth are all instrinsic to good education. Man must learn to live with others in dignity before his capabilities can be fully manifested. Education can and must provide tools, techniques, and opportunities through which such existence can be assured.


EASTERN ILLINOIS UNIVERSITY
1899-1921-1947-1957
1895